DOCUMENT RESUME

ED 169 347 CE 020 532

AUTHOR	Brown, Annie T.
TITLE	Health Occupations--Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual [and] Student Learning Activity Guide.
INSTITUTION	Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	SC-5058-76-I-211-0330
NOTE	29p.; For related documents see CE 020 474-566
AVAILABLE FROM	Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Health Occupations Education; Instructional Materials; *Learning Activities; *Learning Modules; *Nurses Aides; Occupational Clusters; *Occupational Information; Prevocational Education; *Wheel Chairs

ABSTRACT

An instructor's manual and student activity guide on the nursing assistant--assisting patients in using the wheelchair are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, nine instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objective number 1, and masters for duplication [e.g., handout on the parts of a wheelchair]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., label the basic parts of a standard wheelchair, identify the use of each part, assist patient into wheelchair). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for nurse aide, orderly, and hospital entrance attendant conclude the document. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169347

HEALTH OCCUPATIONS – NURSING ASSISTANT, WHEELCHAIR

Kit No. 58

INSTRUCTOR'S MANUAL

Prepared by

Annie T. Brown
Pickens AVC
Easley, South Carolina 29640

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 020 532

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Art Jensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

These materials have been developed from funds provided by Grant SC-5058-76-I-211-0330 under the Appalachian Regional Development Act Amendments of 1967, Department of Health, Education and Welfare, Office of Education.

TITLE OF ACTIVITY

Kit No. 58, Health Occupations – Nursing Assistant, Wheelchair

DURATION

Main Activity: 3 – 4 periods
Follow-up Activity: 3 – 4 periods

GOALS

The student will learn the basic parts of a standard model wheelchair and uses of each part of the wheelchair.

The student will learn to prepare the wheelchair and the patient before helping the patient into the chair.

The student will learn the correct method of assisting a weak person from bed to wheelchair and back to bed.

The student will be aware of the dangers involved in the improper use of wheelchairs.

INSTRUCTIONAL OBJECTIVES

The student will label the basic parts of a standard wheelchair.

The student will identify the use of each part of the wheelchair.

The student will recognize dangers of improper use of wheelchairs.

The student will prepare for assisting a weak patient into a wheelchair.

The student will assist a weak patient to sit on side of bed (dangle).

The student will assist the weak patient into the wheelchair without undue strain on either the patient or himself/herself.

The student will safely transport the patient in the wheelchair to and from a specified location.

The student will assist the weak patient back to bed from the wheelchair.

The student will store the wheelchair properly.

VOCATIONAL CLUSTERS

None

ACTIVITY IMPLEMENTATION

A. Activity Description

This activity includes learning the basic parts of a wheelchair, practice in assisting a patient (another student) out of bed to a wheelchair and back to bed, and the dangers of improper use of a wheelchair.

B. Safety

Hands should be washed before and after assisting the patient. (May omit for classroom if sink not available.) Good body mechanics should be practiced as described in activity. No running while pushing the wheelchair. Other safety instructions are given in the activity.

C. Materials Required

1. Audio Visual Equipment
   None
2. Technical Equipment
   5 Wheelchairs
3. Expendable Materials
   None

D. Preparation Prior to Class

Arrange classroom to provide adequate space for the beds or improvised beds, wheelchairs, and space for students to work. If you do not already have improvised beds such as cots, you may use long tables (preferably fairly low) covered with quilts or blankets. An alternate plan to use if you can not arrange improvised bed or table is to use a straight chair. Omit Objective V and follow alternate instructions for Steps 3, 4, and 6 of Objective IV, Step 5 of Objective VI, and Steps 6 and 7 of Objective VIII; omit Steps 9–12 of Objective VIII. Have desk for all students for the individual part of the activity. You may wish to ask the girls to wear slacks the day of activity.

Select an area of the room to be the wheelchair storage location. (Wheelchair is to be stored in folded position with wheels pulled together.)

Select a destination for the student to push patient in the wheelchair; perhaps to the school health room.

Assign students to work together for the practice part of the activity, if you have not already allowed them to choose partners.

E. During Class Session

INTRODUCTION: In almost all health occupations, knowledge of the use of a wheelchair is useful. While nursing assistants help patients into and out of wheelchairs almost daily as a part of their job, there are many other health workers who help patients with wheelchairs also. Registered nurses, licensed practical nurses, assistants working in X-ray department, physical therapy, respiratory therapy, and occupational therapy are examples of workers who provide assistance with the wheelchair. In this lesson you will learn about wheelchairs and how to use them.

TO THE TEACHER:

Distribute student booklets and handouts.

Inform the students if they are to use alternate plan for bed.

Tell them where the storage area is for the wheelchair and where they are to push their patient.

Oversee students during the activity, but you should not need to observe constantly.

Be alert for safety violations.

F. Follow-up Activities

1. Have students fill out a VIEW fact sheet related to this area of health occupations.
2. A field trip could be included, preferably during last class period, to any of the following institutions:
   a. A nursing home or extended care facility
   b. A small clinic
   c. A hospital – the patient waiting area of the X-ray department to observe the transporting of patients to and from X-ray, or the physical therapy department to observe patient transport.
3. Divide class into groups of 4 or 5 and have buzz sessions for uses of a wheelchair, safety factors, parts of a wheelchair and attachments.
4. Pass around booklets on types of wheelchairs.
5. Ask the school health nurse to visit a few minutes for question and answer period.

ANSWER KEY

Handout
Instructional Objective I

A. Pushing handle
B. Arm Rest
C. Seat
D. Foot Pedal
E. Front Wheel
F. Rear Wheel
G. Turning Rim
H. Brake
I. Back of the seat

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Handout – Instructional Objective I

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
   1.
   2.
   3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

HANDOUT – INSTRUCTIONAL OBJECTIVE I

Word Choices:

Turning Rim	Seat	Foot Pedal
Back of the seat	Brake	Pushing Handle
Front Wheel	Arm Rest	Rear Wheel

HEALTH OCCUPATIONS – NURSING ASSISTANT, WHEELCHAIR

Kit No. 58

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

Annie T. Brown
Pickens AVC
Easley, South Carolina 29640

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

INTRODUCTION

Have you or a member of your family been a patient in a hospital? If so, perhaps a wheelchair was used as a means of transporting you to various areas within the hospital. A wheelchair is a convenient way for a weak person or one who cannot walk more than a short distance to be taken from one area to another. Many patients have to go to X-ray, physical therapy, examination rooms, or other areas. Many elderly patients in hospitals or nursing homes need to be out of their rooms or taken to other areas where they can be with others. In this lesson you will learn about wheelchairs and how to use them.

A wheelchair is a chair that is suspended between two large wheels in back and two small wheels in front. It can be easily pushed about by one person. Some patients may propel themselves by turning the rims on the large wheels. Wheelchairs are a safe method of transportation when used correctly.

There are different types of wheelchairs for various purposes. Attachments are available which can adapt a wheelchair to a particular need, such as a leg rest that can be elevated for a leg in a cast. Many times a patient will need very little assistance getting into and out of a wheelchair. For this lesson, you will role play assisting a weak patient, who needs only one person for assistance, into and out of a basic model wheelchair.

GOALS

The student will learn the basic parts of a standard model wheelchair and uses of each part of the wheelchair.

The student will learn to prepare the wheelchair and the patient before helping the patient into the chair.

The student will learn the correct method of assisting a weak person from bed to wheelchair and back to bed.

The student will be aware of the dangers involved in the improper use of wheelchairs.

DIRECTIONS

Your instructor will tell you the storage area for the wheelchair, where you will take your patient, and also if you are to use the alternates mentioned in this guide.

Select another student to role play your patient if your teacher does not assign a student for you. The student is to role play a weak patient who can help himself/herself some, but needs your assistance.

Read each objective carefully and follow each step given, using the illustrations to help you. After completing all the steps for an objective, complete the checkpoint.

If you cannot complete a checkpoint, repeat the steps before going to the next objective.

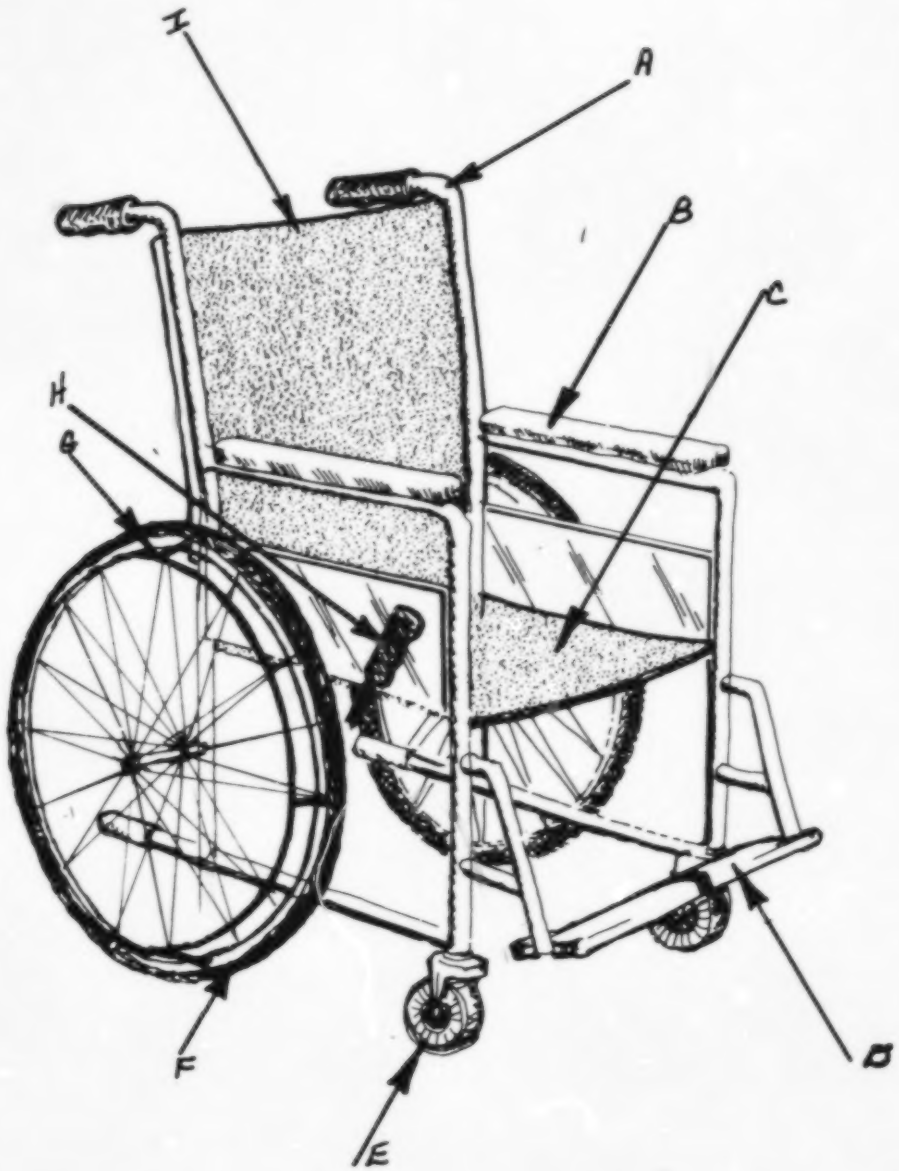
Do not write in the booklet, but you may write on the handout.

MATERIAL

Wheelchair
Pencil or pen
Handout for Instructional Objective I

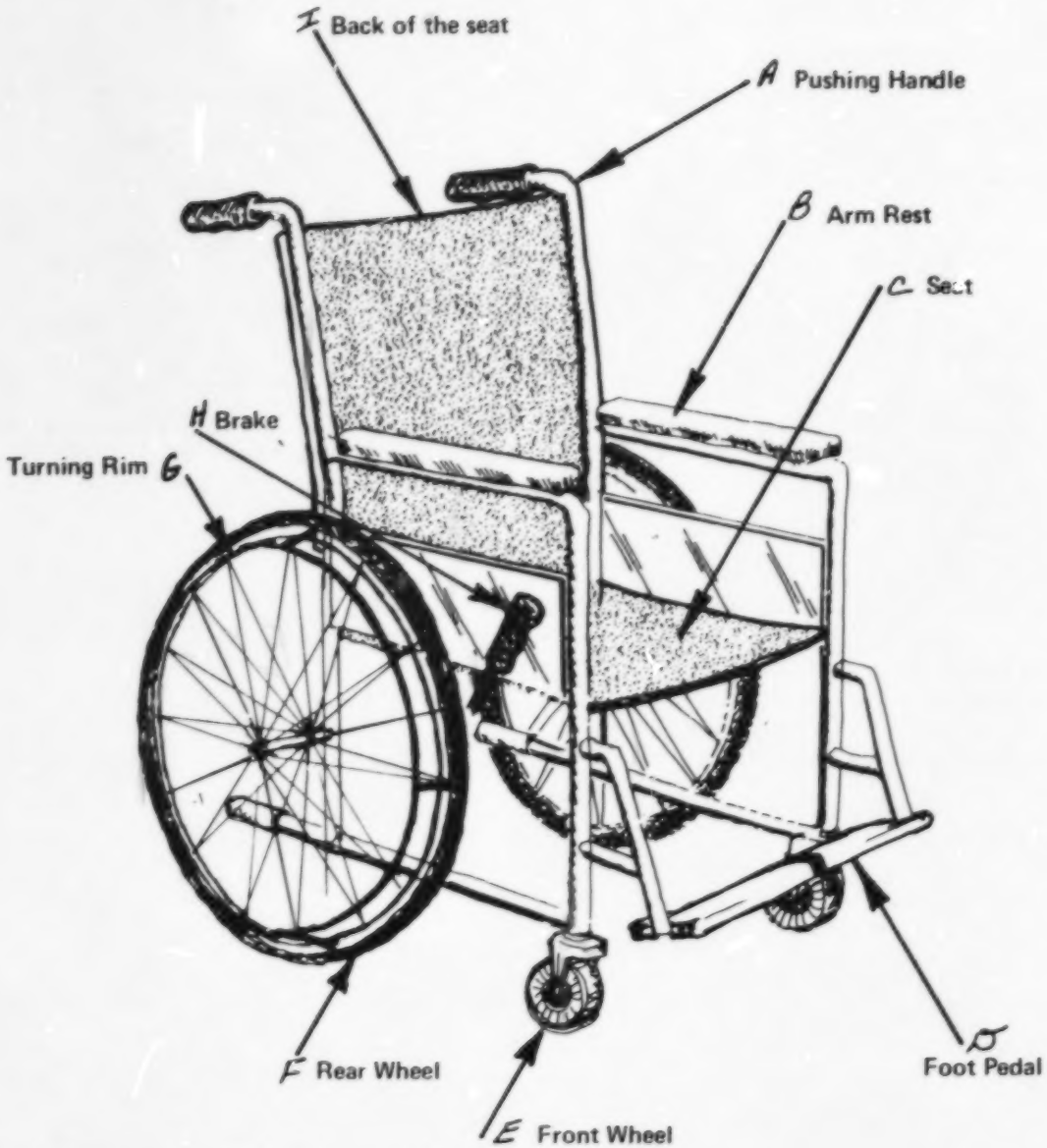
Instructional Objective 1

The student will label the basic parts of a standard wheelchair.



STEP 1 — Locate the following parts of the wheelchair:

A. Pushing handle
B. Arm rest
C. Seat
D. Foot pedal
E. Front wheel
F. Rear wheel
G. Turning rim
H. Brake
I. Back of the seat



STEP 2 – Study the parts until you think you can match each part with correct word from word list.

Check Point

Fill in the blanks on the handout. Use words from the word list on the handout without looking in your booklet.

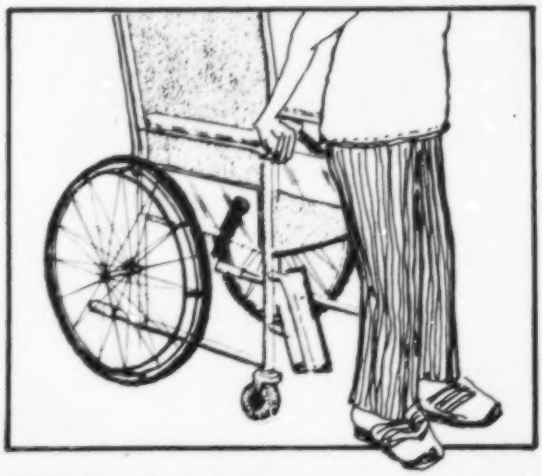
After filling in the blanks, check your answers with the illustration for Step 2.

Instructional Objective II

The student will identify the use of each part of the wheelchair.

STEP 1 – The patient sits in the seat. The back of the seat of some chairs can be adjusted to a slanting or reclining position. The seat is made of a strong plastic material that is comfortable and easily cleaned.

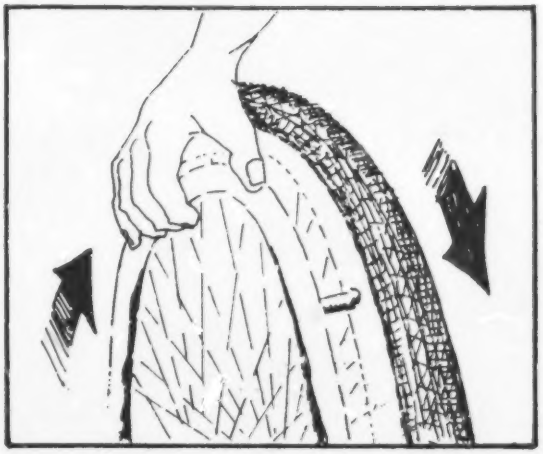
STEP 2 – The handle is used to push the wheelchair. One person can push the wheelchair easily.



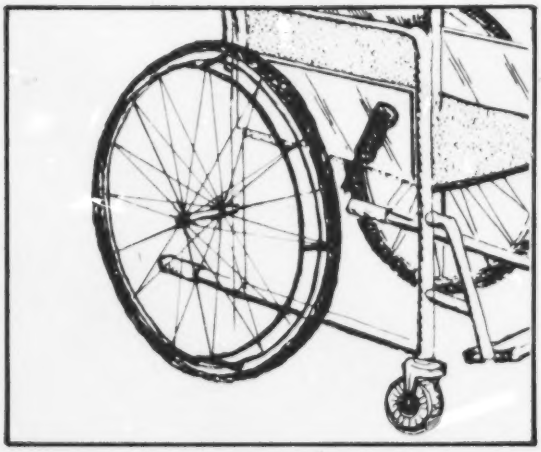
STEP 3 – The arm rest serves as a support for the patient's hands when sitting down and getting up from the wheelchair, and as a rest for the arms while sitting.

STEP 4 – The leg rest is used if the leg needs support and elevation while the patient is in the chair. An example is a leg in a cast. The leg rest is an attachment to the basic model, but most wheelchairs used in the hospital have the leg rest as a permanent attachment.

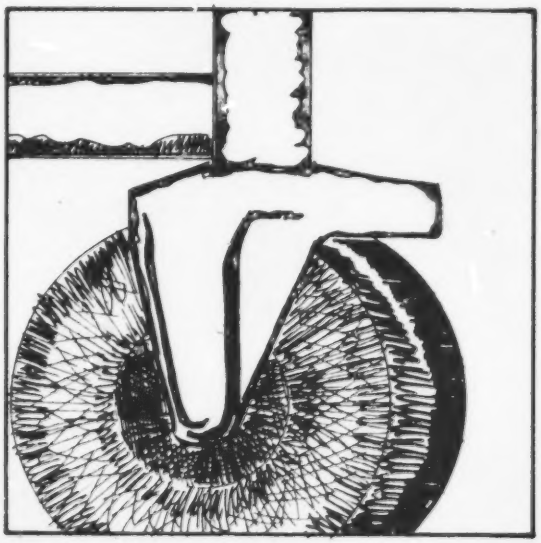
STEP 5 – The foot pedals are used to support the feet. The pedals can be raised when not in use. Foot pedals are usually adjustable for height, and are attached to the same structure as are the leg rests.



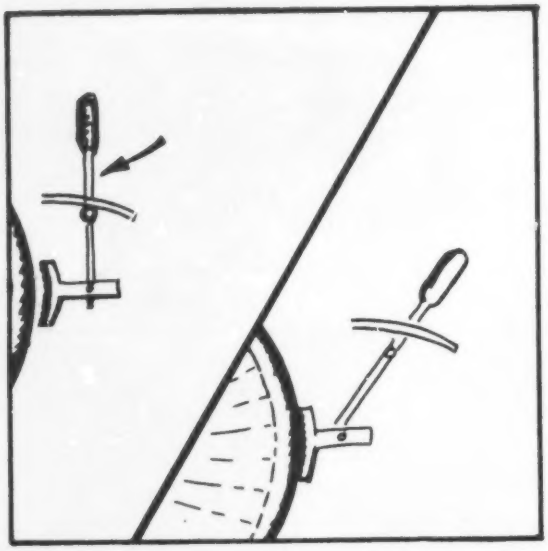
STEP 7 – The turning rim located on the large wheel is used by the patients to wheel themselves about, but most hospital patients do not wheel themselves.



STEP 6 – The large rear wheels enable the chair to roll easily and are easily locked by the assistant or by the patient.



STEP 8 – The front wheels provide stability to the chair and aid in the rolling of the chair.



STEP 9 – The brakes prevent the wheels from rolling. The brakes should always be applied before a patient sits in the chair. They are released when the wheelchair is in motion, and applied when the chair is stopped. The lever of the brake is pushed forward and pulled backward in operating the brake.

Check Point

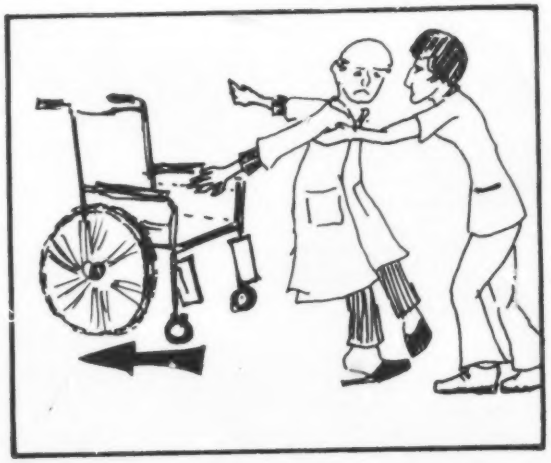
Are you familiar with the parts of the wheelchair now?

What part of the wheelchair would be lifted up if the patient's leg needed to be elevated?

How can you be sure the wheelchair will not roll while the chair is stopped?

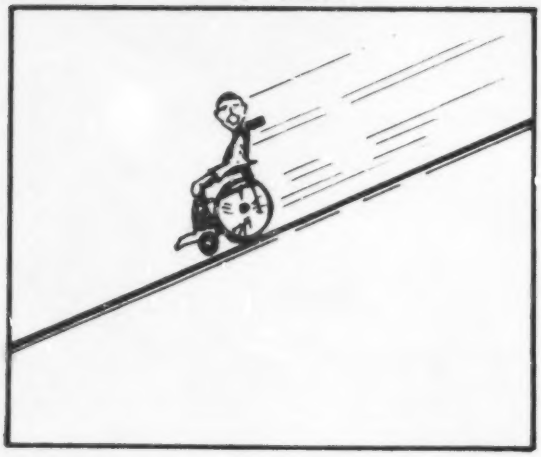
Instructional Objective III

The student will recognize dangers of improper use of wheelchairs.

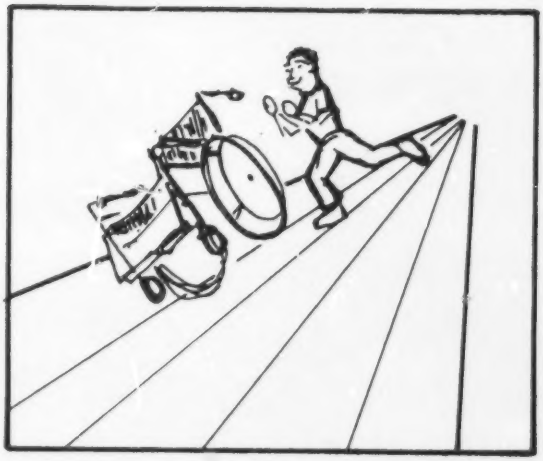


STEP 1 – Helping the patient into a wheelchair with wheels unlocked may result in injury to the patient, because the chair may roll backward.

STEP 2 – Certain patients may lean too far forward or may try to get up. Use a belt or some other form of restraint around the patient and chair to avoid injury from falls for these patients. (The nurse should inform the nursing assistant which patients need to be restrained.)



STEP 3 – Avoid leaving a wheelchair on an incline or other position where it could easily roll. (The brake lever could be accidentally moved, or the chair could be bumped.)



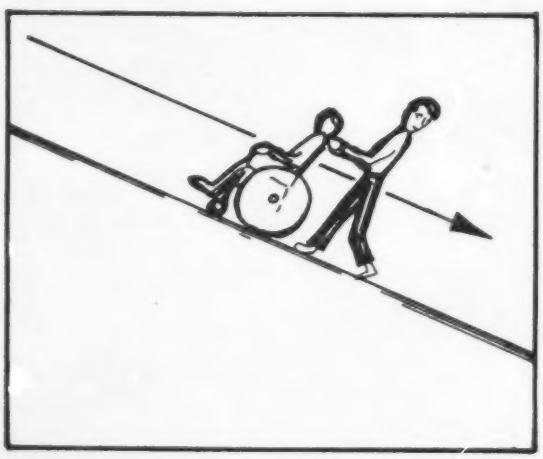
STEP 5 – Children can injure themselves or others if allowed to play with wheelchairs.

Check Point

Do you know how to keep a wheelchair from rolling?

Why do you sometimes need to tie something around a patient and the back of the chair (restrain)?

How do you take a chair down a steep ramp?

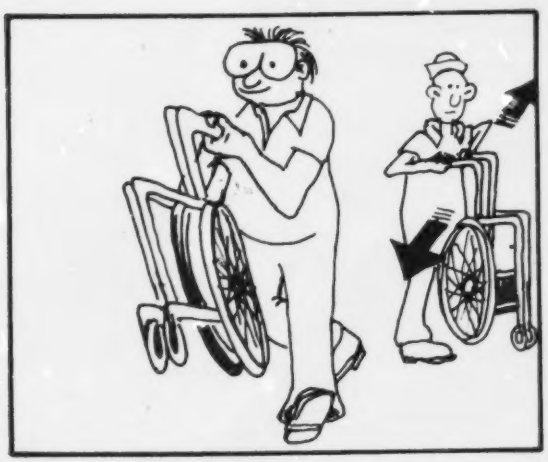


STEP 4 – When taking the wheelchair down a steep ramp, take the wheelchair backwards as you walk backwards slowly; otherwise, the patient may tilt too far forward.

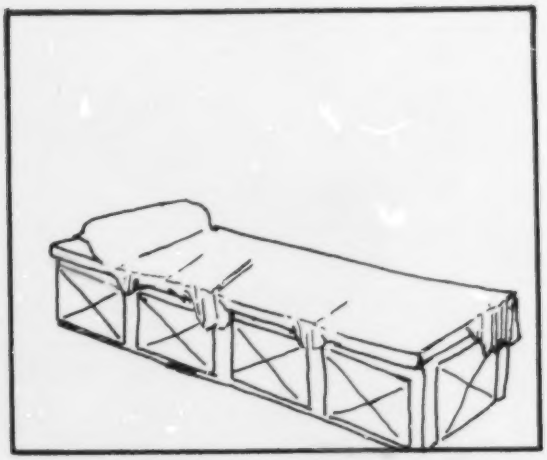
Instructional Objective IV

The student will prepare for assisting a patient into a wheelchair.

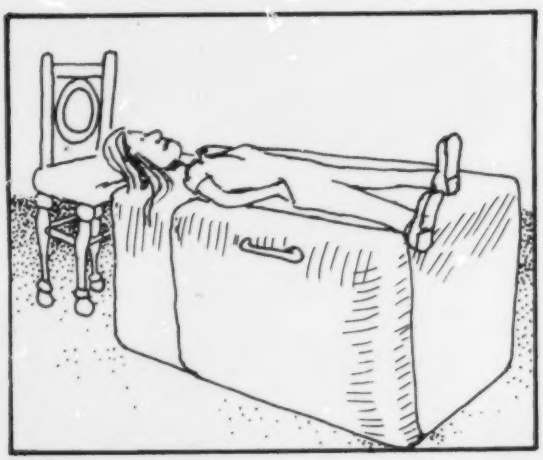
STEP 1 – Select another student to role play your patient if your teacher has not assigned one. (Review directions on role playing a patient if you do not remember.)



STEP 2 – Go to the storage area for the wheelchair. It will be stored in a folded position. Unfold it by holding the handles and pulling outward.

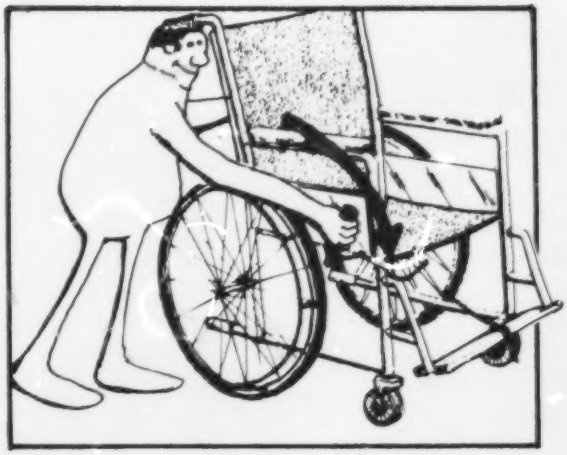


STEP 3 – Move the chair to the improvised bed (or to straight chair if using alternate plan).

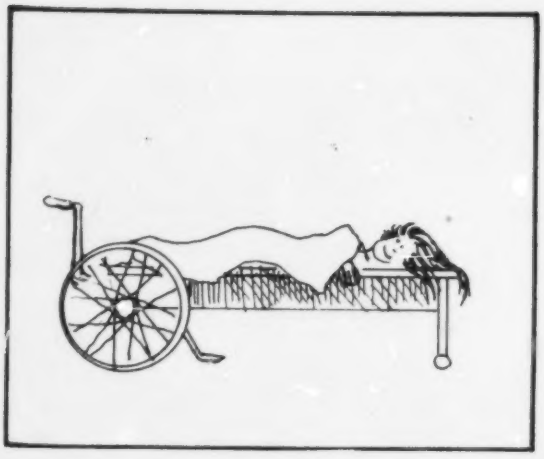


STEP 4 – Have your patient lie on the improvised bed (or sit in straight chair if using alternate plan).

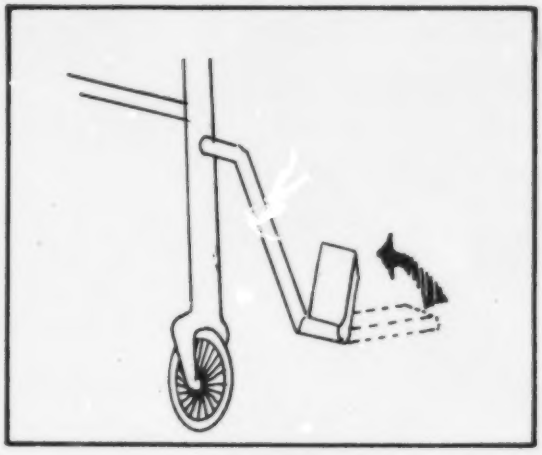
STEP 5 – Explain to the patient that you are going to help him or her into the wheelchair. (Place robe and slippers near bed if using them -- optional.)



STEP 7 – Set the brakes on both large wheels by pushing forward on the brake lever.



STEP 6 – Place the wheelchair parallel with the bed. The back of the chair should be at the foot of the bed. The seat of the chair will face the head of the bed. (If using alternate plan, pretend the straight chair is the bed.)



STEP 8 – Foot rests should be in "up" position from storage.

Check Point

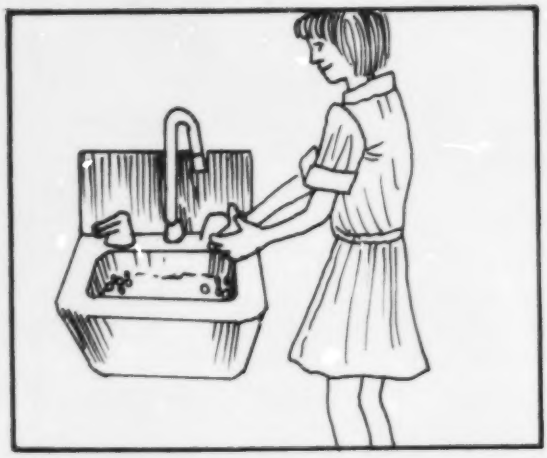
Did you explain to the patient what you are going to do?

Did you position the wheelchair correctly?

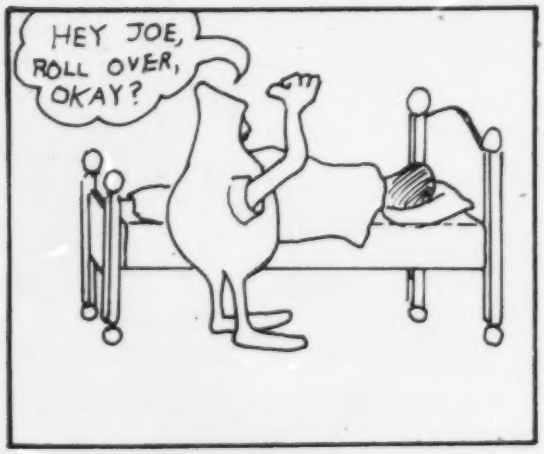
Are the brakes set so that the wheels are securely locked?

Instructional Objective V

The student will assist the weak patient to sit on the side of the bed (dangle). (Omit this objective if using alternate plan and let patient sit in straight chair.)

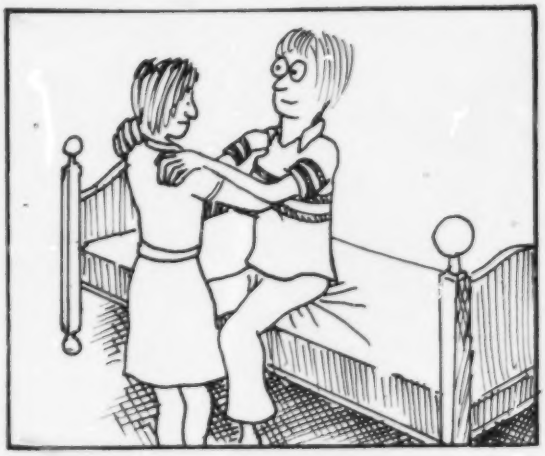


STEP 1 – Wash your hands (if no sink in classroom, pretend to wash hands). You should wash your hands before and after caring for a patient.

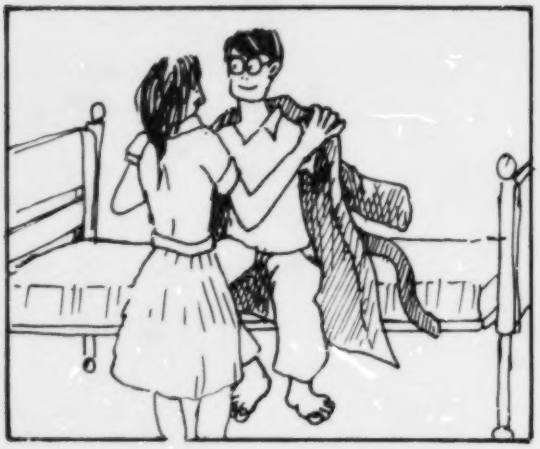


STEP 2 – Have your patient turn toward you; help if necessary. In the hospital you could raise the head of the hospital bed.

STEP 3 – Place one of your hands on the patient's shoulder that is nearest you and your othe hand under the patient's axilla (armpit) of the other shoulder. Allow the patient to place his hands on your shoulders while you pull him or her to a sitting position.



STEP 4 – Let the patient sit for a few seconds while you check for changes in his or her condition, especially if this is the first time up for several days. Observe for dizziness, faintness, or change in the pulse. Usually these feelings will clear up in a few minutes; if they do not, return the patient to bed and call a nurse.



STEP 5 – Assist the patient in putting on robe and slippers (optional).

Check Point

Did you wash your hands?

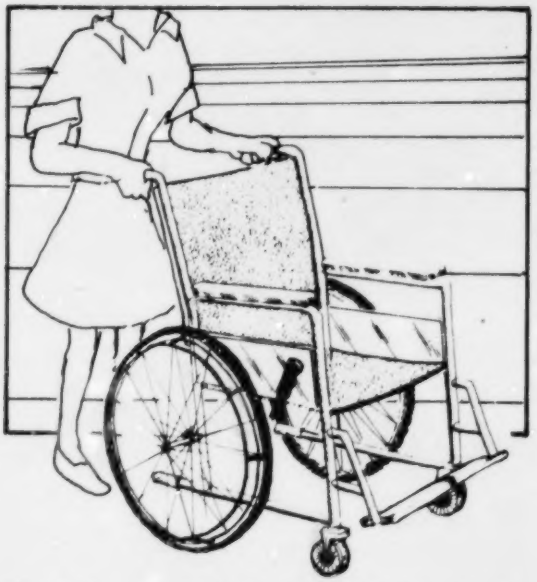
Did you assist the patient to a sitting position without straining yourself or the patient?

Did you see if there were changes in the condition of the patient after sitting up?

Instructional Objective VI

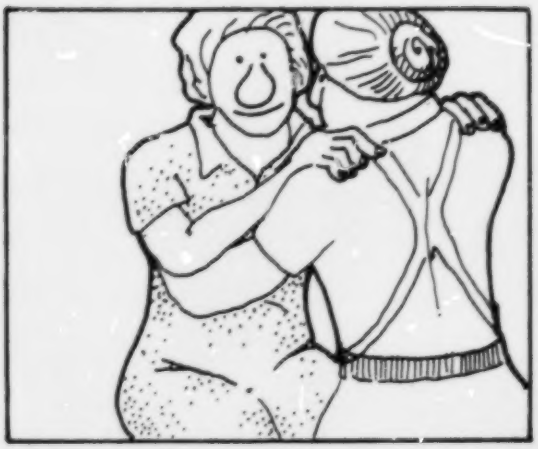
The student will assist the weak patient into the wheelchair without undue strain on the patient or himself/herself.

STEP 1 – Be sure the brake is set and the foot pedals are raised. In the hospital the wheels of the bed may need to be locked to prevent rolling of the bed while the patient is getting up.



STEP 2 – Sometimes a second person may hold the pushing handles of the chair to steady the wheelchair (not needed in the classroom).

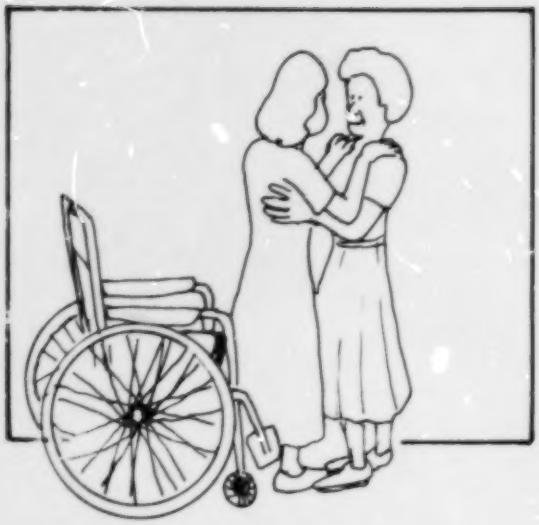
STEP 3 – Stand as close to your work as you can and still work comfortably.



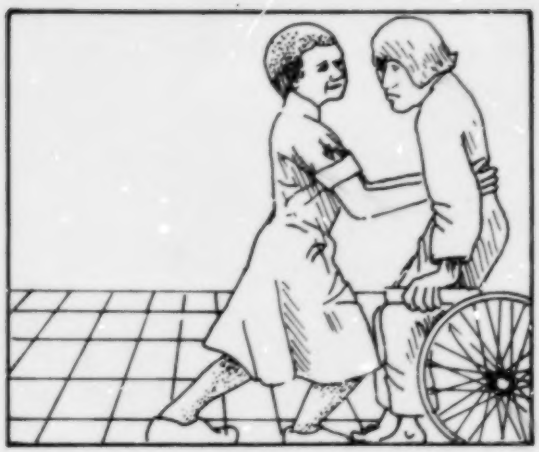
STEP 5 – Place your hands under the patient's axilla (armpits). (If using alternate plan, proceed as if the patient were sitting on the side of the bed.)

STEP 4 – Stand with your feet about 10-12 inches (25-30 cm) apart so that you have a wide base on the floor. (A wide base for your feet and standing close to your work help you to use your large, strong muscles and will help prevent strain on yourself.)

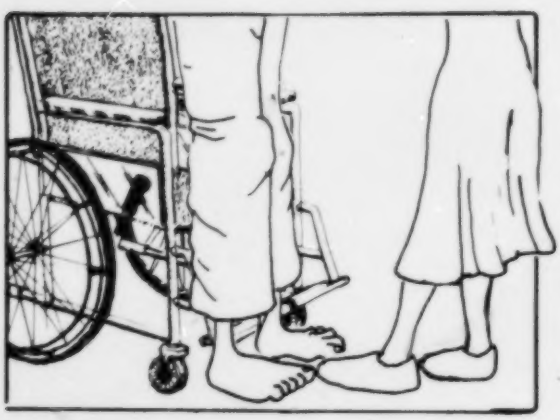
STEP 6 – Ask the patient to place his/her hands on your shoulders or arms and to stand up as you help him/her.



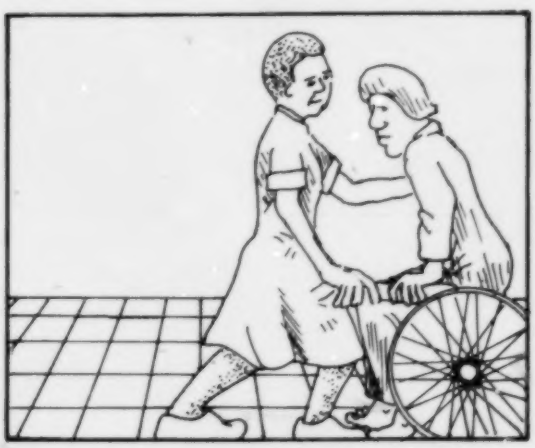
STEP 7 – When the patient is standing, let him/her pivot his/her feet slowly to the side (heels toward wheelchair). He/She may need to take a short step or two. Continue holding the patient as in Step 6.



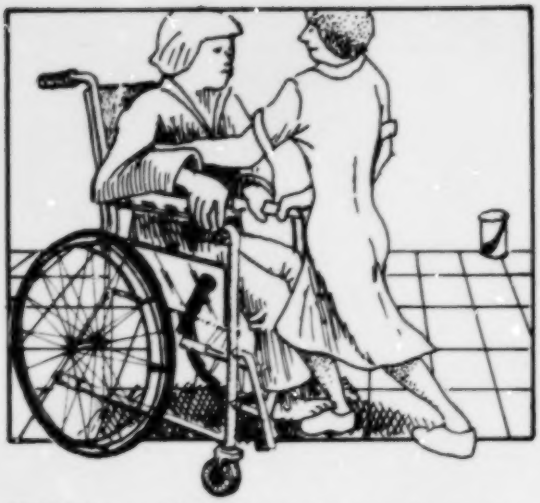
STEP 9 – When the patient's back is directly in front of the seat of the wheelchair, have him/her lower her/his hands to the arm rests.



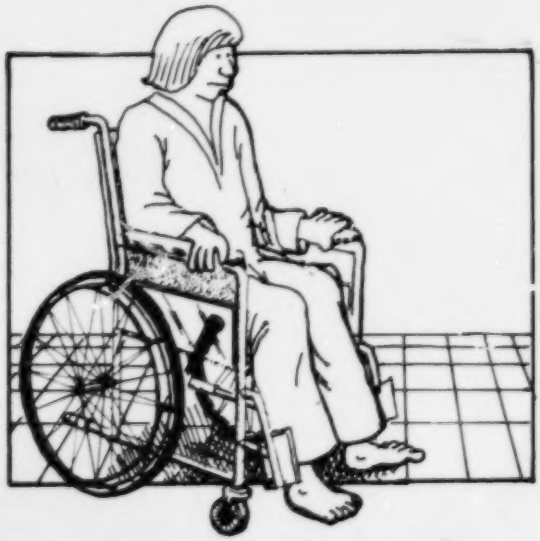
STEP 8 – Move your foot that is nearest the bed slightly behind your other foot, but keep the wide base of your feet. This will help prevent strain on your back because you will be using your leg muscles rather than your back muscles.



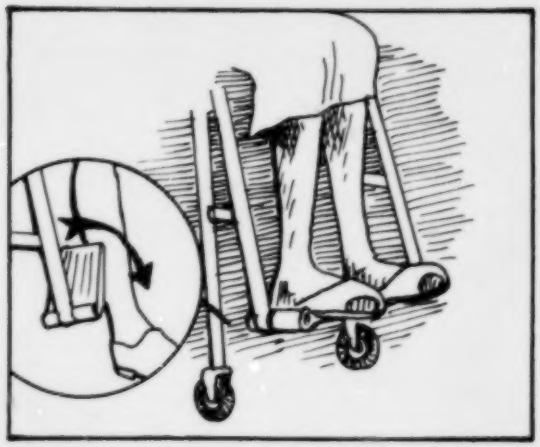
STEP 10 – You may now use one hand to steady the wheelchair if a second person is not holding the handles of the chair. Keep your other hand under the patient's armpit.



STEP 11 – Assist the patient to lower to a sitting position in the wheelchair.



STEP 12 – Help the patient get as far back in the seat as possible to be comfortable in the chair.



STEP 13 – Lower the foot pedals and help the patient place her/his feet on them.

STEP 14 – Wash your hands.

Check Point

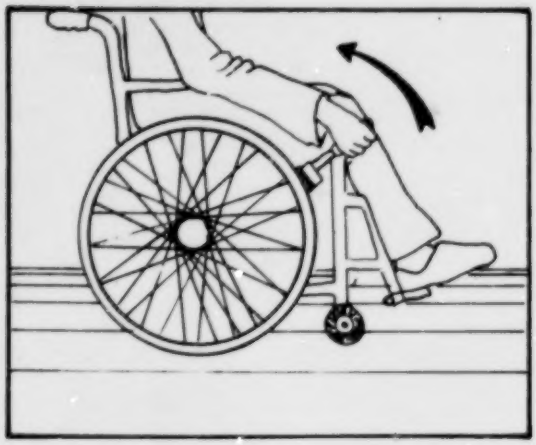
Did you stand correctly so that you worked without strain?

Did you assist the patient to a standing position correctly without strain on him/her?

Did you make the patient comfortable in the chair?

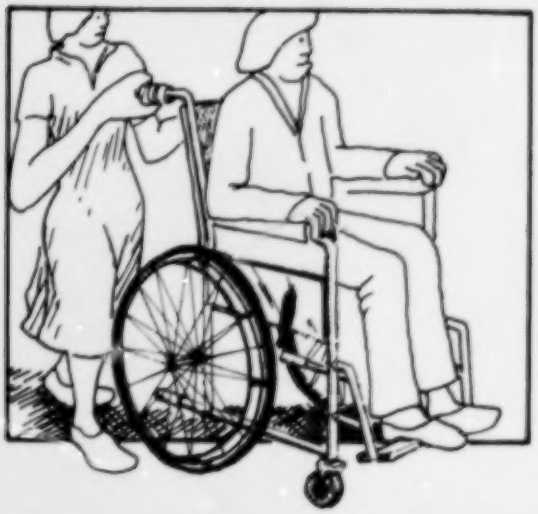
Instructional Objective VII

The student will safely transport the patient in the wheelchair to and from a specified location.



STEP 1 – Unlock the brakes by pulling on brake lever until there is no contact between the brake and the wheel.

STEP 2 – Place your hands on the pushing handles and pull backwards until you can turn the chair and push forward.



STEP 3 – Push the patient in the wheelchair to the area specified by your teacher; return. Remember to walk at a normal pace.

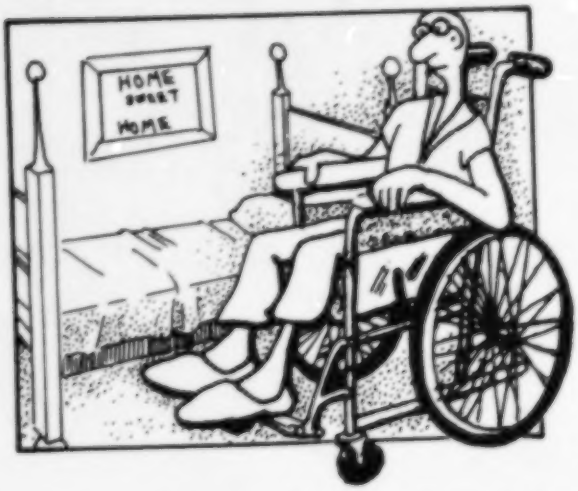
Check Point

Did you unlock the wheels before trying to move the wheelchair?

Did you avoid pushing the patient too fast?

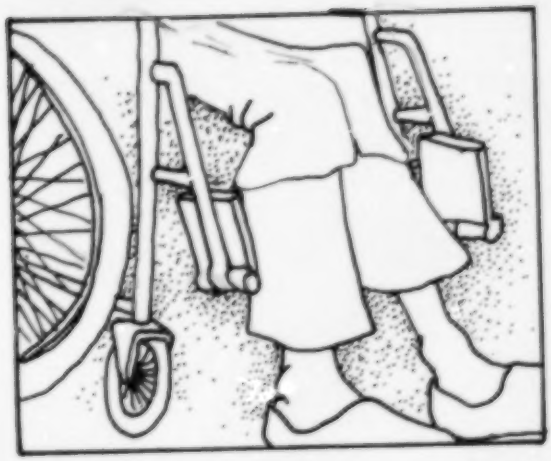
Instructional Objective VIII

The student will assist the patient back to bed from the wheelchair.

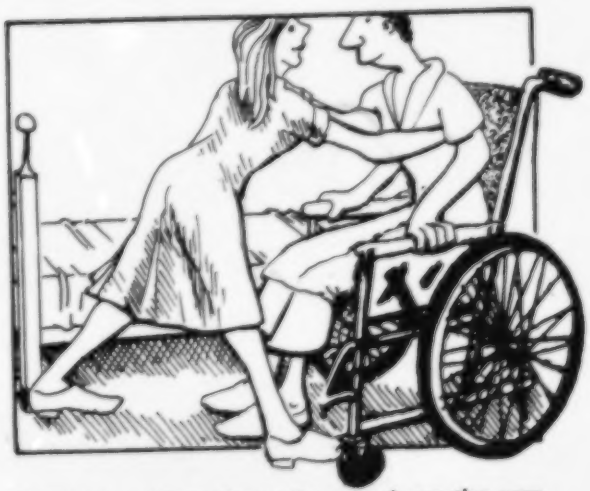


STEP 1 – Place the wheelchair parallel with the bed so that the patient faces the foot of the bed.

STEP 2 – Set the brakes as you did before.

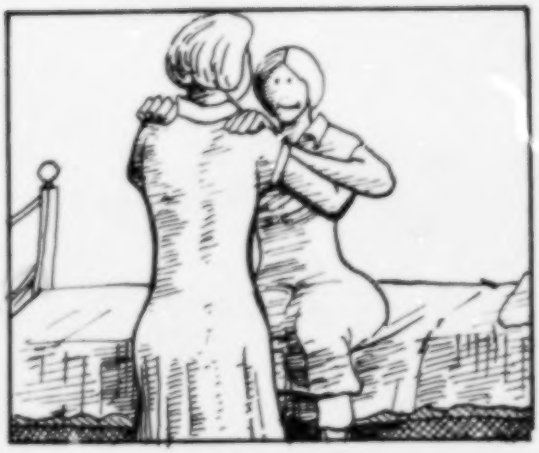


STEP 3 – Raise both foot pedals. Let patient's feet rest on the floor.

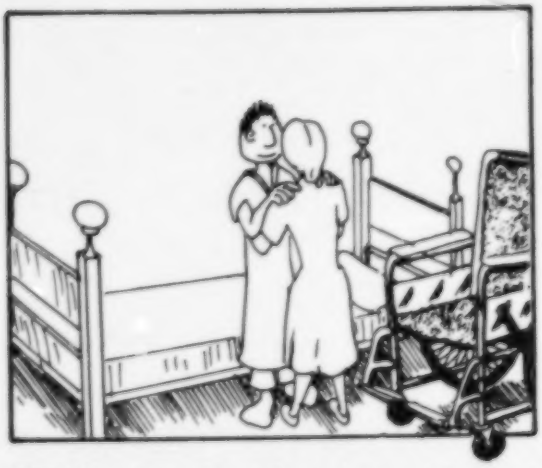


STEP 4 – Have the patient push on the arm rests and rise to a standing position as you support him/her with your hands under both axillas (armpits). He/She may put her/his hands on your shoulders after standing.

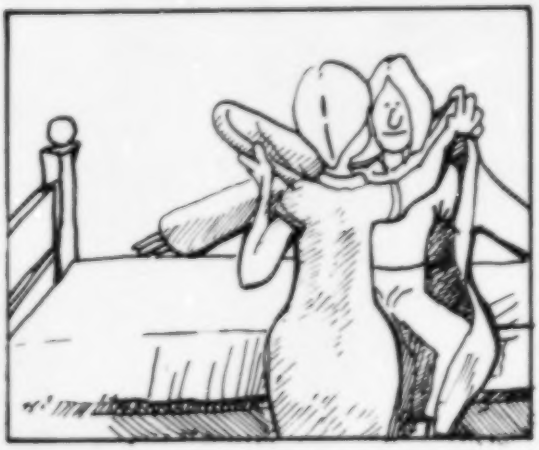
STEP 5 – If the patient cannot push, he/she may place her/his hands on your shoulders while you help him/her up. Remember to keep a wide base of your feet as you did before.



STEP 7 – Lower the patient to a sitting position on bed (or straight chair). Remember to keep one foot slightly ahead of the other.



STEP 6 – Have the patient pivot or take short steps until her/his back is even with the side of the bed (or front of straight chair if using alternate plan).

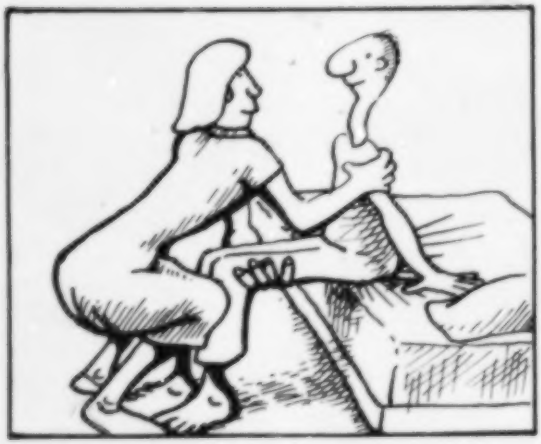


STEP 8 – Help remove robe and slippers if the patient is wearing them.

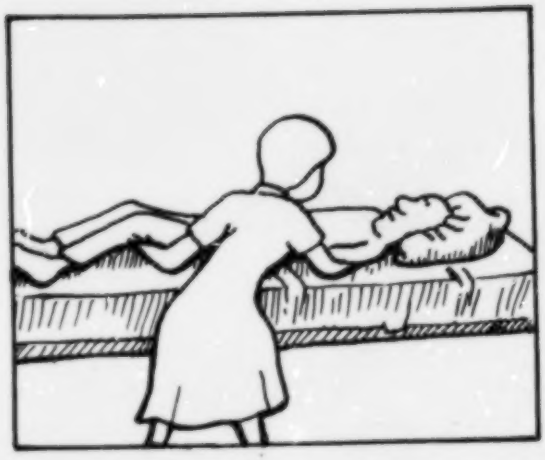
NOTE: Omit Steps 9-12 if using alternate plan.

STEP 9 – Place one of your arms under the patient's legs.

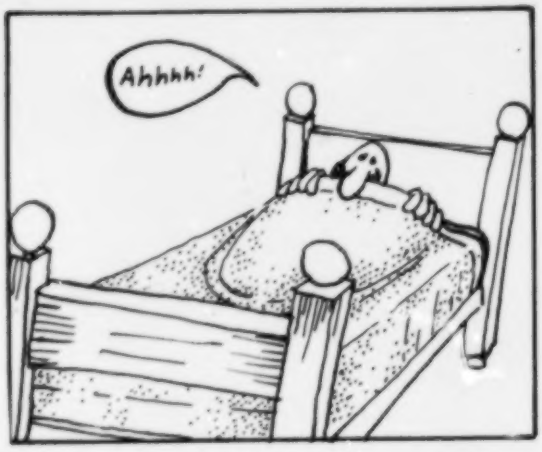
NOTE: If your patient is able, he/she can lie back on bed and bring his/her feet and legs onto bed with only a little assistance from you.



STEP 10 – Place your other arm across the patient's shoulders to support him/her.



STEP 11 – Swing patient's feet and legs onto bed as you assist the patient to lie back on the bed. (If bed is adjustable, raise head of bed before patient is on it.)



STEP 12 – Make the patient comfortable in bed.

STEP 13 – Wash hands.

Check Point

Did you place the wheelchair correctly at the bed?

Did you set the brake and raise the foot pedals?

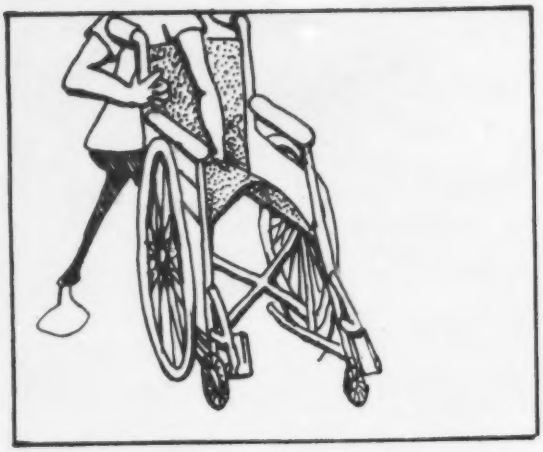
Did you assist the patient to stand and into bed without straining the patient or yourself?

Instructional Objective IX

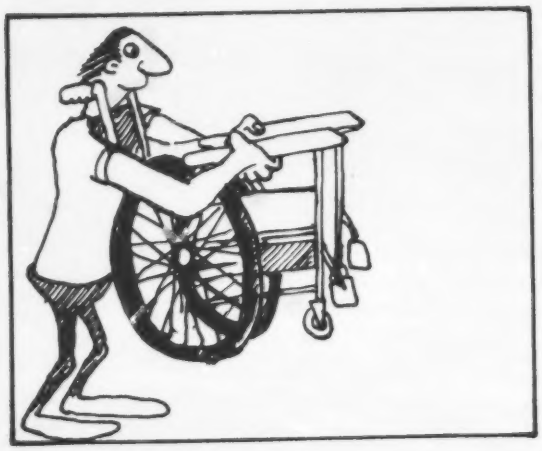
The student will store the wheelchair properly.

STEP 1 – Release the brakes.

STEP 2 – Push the wheelchair to storage area.



STEP 3 – While standing at the back of the wheelchair, pull upward on the seat.



STEP 4 – Complete the folding of the wheelchair by moving the handles together.

Check Point

Did you return the wheelchair to the proper place?

Did you store the wheelchair in a space-saving, folded position?

355.674-014 NURSE AIDE (medical ser.) hospital attendant; nursing assistant.

Assists in care of hospital patients, under direction of nursing and medical staff: Answers signal lights and bells to determine patients' needs. Bathes, dresses, and undresses patients. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheelchair or wheeled carriage, or assists them to walk. Drapes patients for examinations and treatments, and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients' rooms. Changes bed linens, runs errands, directs visitors, and answers telephone. Takes and records temperature, pulse and respiration rates, and food and liquid intake and output, as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare, and issue dressing packs, treatment trays, and other supplies and be designated as NURSE AIDE, CENTRAL SUPPLY (medical ser.). May prepare patients for delivery and clean delivery rooms, and be designated as NURSE AIDE, DELIVERY (medical ser.). May bathe, weigh, dress, and feed newborn babies and be designated as NURSE AIDE, NURSERY (medical ser.). May clean, sterilize, and assemble into packs, supplies and instruments used in surgery, and maintain cleanliness and order of operating rooms and be designated as NURSE AIDE, SURGERY (medical ser.).

355.674-018 ORDERLY (medical ser.)

Performs any combination of following duties, as directed by nursing and medical staff, to care for hospitalized patients: Bathes patients and gives alcohol rubs. Cleans and shaves hair from skin area of operative cases. Measures and records intake and output of liquids, and takes and records temperature, and pulse and respiration rate. Gives enemas. Carries meal trays to patients. Lifts patients onto and from bed, and transports patients to hospital areas, such as operating and X-ray rooms, by rolling bed, or using wheelchair or wheeled stretcher. Sets up equipment, such as oxygen tents, portable X-ray machines, and overhead irrigation bottles. Places anesthesia equipment near operating table, and assists in holding patient on table during administration of anesthetic. Sets up bone fracture equipment and assists PHYSICIAN (medical ser.) in putting on casts and braces. Maintains supply of hospital clothing for attending PHYSICIANS (medical ser.). Makes beds and collects soiled linen. Cleans rooms and corridors. Bathes deceased patients, accompanies body to morgue, and places personal belongings in mortuary box. May administer catheterizations and bladder irrigations. May accompany discharged mental patients home, or those transferred to other institutions.

355.677-014 HOSPITAL ENTRANCE ATTENDANT (medical ser.) hospital messenger.

Directs or escorts incoming patients or visitors from hospital admitting office or reception desk to designated area in hospital or clinic: Carries patient's luggage. Assists patient in walking to prevent accidents by falling, or transports nonambulatory patient, using wheelchair. Delivers messages and file papers for office staff. May be designated according to area assigned as ADMITTING-OFFICE GUIDE (medical ser.); OUT-PATIENT-CLINIC GUIDE (medical ser.).